

# UNIT 8

## Overview

### TOPICS

- Transportation and travel
- Leisure activities
- Entertainment: movie genres and TV programs

### COMMUNICATION SKILLS

#### Listening and Speaking

- Asking for and giving information on transportation and travel
- Recognizing travel signs
- Getting information from movie schedules
- Talking about leisure activities and daily routines
- Talking about likes and dislikes
- Agreeing and disagreeing
- Talking about favorite TV shows

### GRAMMAR

- Simple present tense: Information (*wh-*) questions
- *Too/either* in compound sentences
- *Then, after that, next, and then*
- Conjunction: *but*

#### Reading and Writing

- Getting information on TV schedules
- Taking down phone messages from answering machines
- Reading for specific information
- Classifying means of transportation
- Writing a short paragraph about a trip
- Exploring leisure activities online
- Writing an e-mail message

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS \*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Knowing how to learn

Seeing things in the mind's eye

##### **Personal Qualities**

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

##### **Interpersonal**

Participates as a member of a team

Contributes to group efforts

##### **Technology**

Applies technology to task

##### **Resources**

Allocates time

### GENERAL COMPETENCIES / CASAS \*

#### 2 Community Resources

2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages

2.2.2 Recognize and use signs related to transportation

2.2.3 Identify or use different types of transportation in the community, and interpret traffic information

2.2.4 Interpret transportation schedules and fares

2.6.1 Interpret information about recreational and entertainment facilities and activities

2.6.2 Locate information in TV, movie, and other recreational listings

2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film

\* See Introduction, page viii, for additional information on SCANS and CASAS.

# Lesson 1

## WARM UP

- Elicit types of transportation from the students. On the board, write the following sentence:  
I go to work/school by \_\_\_\_\_.  
Then ask the students: *How do you go to work or school?* Have volunteers answer, using the model. Write the words on the board, for example, *car, bus, subway, bicycle*.
- Draw the students' attention to the use of the preposition *by* with modes of travel. Note that it's followed by a noun, not a verb.
- Model verb usage in sentences about travel. Pantomime any unfamiliar vocabulary. Write the sentences on the board.  
I *ride* to school in Sheryl's car.  
John *goes* to work by bicycle.  
Jing Wa *comes* to school by subway.
- Have volunteers share additional sentences about their modes of travel. Help the students use appropriate verbs.

## PRESENTATION

### What time does the next bus leave?

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture. Elicit vocabulary words from the class and write these on the board (e.g. *bus terminal, ticket agent, counter*). Ask the class to predict the topic of the lesson (*travel and transportation*).
- **Personalize the situation.** Write the following on the board and have the students volunteer information:

#### The kinds of transportation I have taken:

airplane    boat    train    car  
subway    bus    bicycle    other

My favorite kind of transportation: \_\_\_\_\_

My favorite place to go for a trip: \_\_\_\_\_

- **Focus on selected items.** Explain specific vocabulary or phrases that might affect the students' overall understanding of the conversation: *round-trip ticket, one-way ticket, next bus, leave, arrive, etc.* Introduce any new vocabulary that students need to complete the listening task: *destination, departure, arrival, ticket, gate number.*
- **Set the listening task.** Put the following grid on the board and have the students copy it. Leave the right column blank. Have the students fill in the information after they listen to the conversation. Play the cassette or read the conversation aloud.

Destination	<i>Baytown</i>
Departure time	
Bus number	
Arrival time	
Ticket price	
Gate number	

- **Check the listening task.** Call on individual students to come to the board and fill in the grid. Have the class check the answers. Then ask these questions:  
Where is Gina going?  
What time does the next bus leave?  
What's her bus number?  
What time does it arrive?
- **Play or read the conversation aloud with pauses.** Have the students listen and then repeat each line after you. Be sure they use natural speed and intonation.
- **Engage the students in pair work.** Have the students practice reading the conversation aloud several times, switching roles each time.
- **Circulate and monitor progress.** Help the students with correct pronunciation and intonation as they practice the conversation. Then call on individual pairs to act out the conversation.

## 1 Hear it. Say it.

► **Listening** ► **Speaking**

### Questions with *or*

- Play the cassette or read the questions aloud, showing the rising, falling, rising and descending intonation patterns in questions with *or*.
- Call students' attention to the intonation diagrams in their books. Make sure that they can hear the way intonation and stress patterns rise with the mention of each alternative. Demonstrate that the word *or* is generally enunciated on a falling intonation, and that the final word is articulated on a downward glide.
- Play the cassette or read the questions aloud again. Have the students listen and repeat. Practice until the students are able to articulate the intonation pattern successfully.

## 2 Word Bag: Types of Transportation

► **Writing**

- If available, bring in *Word by Word* wall charts on Public Transportation with which to present vocabulary words. Otherwise, show pictures from travel magazines to correspond with as many words as possible. You can also draw pictures of the different types of transportation on the board.
- Read each word aloud and have students repeat after you.
- First give a few explanatory sentences describing different means of transportation. Then have volunteers make up other sentences, and write these on the board as well. (Allow students to use a bilingual dictionary.) Go over the sentences on the board and clarify any new vocabulary.
- Write the headings on the board. Then tell the students to write the words under the appropriate category. Give an example. Have the students work individually, then check their answers with a partner.
- Call on volunteers to come to the board and fill in the chart. Have the class verify the answers.

### Answers

Land: Truck, bus, train, subway, motorcycle, bicycle, car,

Water: ship, sailboat, canoe

Air: airplane, helicopter, jet

**Additional Activity** See *Unit 8 Appendix*.

## 3 What does this sign mean?

► **Speaking** ► **Reading**

- Point to individual signs in the student book and have the students try to guess their meanings. Point out that the pictorial symbols in the book help explain the signs' meanings.
- Set up pairs. Have pairs match each sign to the appropriate phrases in the list.
- To check answers, ask volunteers to share their answers with the class.
- As a follow-up, have the pairs practice asking and answering about the meanings of the signs by randomly pointing to them in the book. Tell them to follow the model exchange in the student book.

### Answers

- |      |      |       |
|------|------|-------|
| 1. e | 5. b | 9. f  |
| 2. g | 6. d | 10. a |
| 3. c | 7. h |       |
| 4. i | 8. j |       |

## 4 What time does the next bus leave?

► **Listening** ► **Speaking** ► **Writing**

- Introduce the listening activity. Tell the students that they are going to listen to people talk about a bus schedule. Then they are to complete the bus schedule with the missing information.
- Review the following vocabulary:  
A.M. = morning    P.M. = afternoon, evening
- Play the cassette or read the conversation aloud. Have the students listen and complete the schedule. During the second reading have them check their answers. If they have difficulty, play the conversation a third time.
- Write the schedule on the board or use the OHP. Call on students to fill in the answers. Verify information with the class.
- To complete the second part of the exercise, have pairs practice the conversation, using the information from the bus schedule and the model exchange.
- Finally, have small groups of students plan a class trip by calling local bus and train information services. The calls may be placed from the students' homes. The next day, have each group share their plans and information with the class.

### Answers

#629, 12:15	#392
#293, 8:45, 2:45	#421, 3:25, 9:25
#1070	

## 5 Information Gap Activity, pages 133 and 134.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Divide the class into pairs. Student A will use the schedule on page 133, and Student B the one on page 134. Ask the students not to look at each other's calendar page.
- Explain the exercise objective. Student A and Student B want to visit the Statue of Liberty and Ellis Island together on the same day. They decide what time and day would be convenient for both, using their appointment calendar to choose and record a common free time and day.
- Draw students' attention to the **Useful Language** box. Read the model conversation with a volunteer to show how one invites a friend to do an activity, choosing a mutually convenient time.

### Answer

They can go together on Thursday starting at 11:00 A.M.

## 6 It was my favorite trip ever!

► **Writing**

### Teaching Tip

Before doing this exercise, go over some common past tense verbs for writing about travel: *went, explored, enjoyed, visited, saw, was*. As this will be the first time many students are writing in the past tense, familiarize them with its use in narrating past events.

- If necessary, the class can first break into pairs to discuss memorable trips. Give them a few minutes to do this, then have each student do the paragraph writing individually.
- Circulate and help students with past tense verbs as they write. Have the students share their paragraphs by reading them aloud to the class or to small groups.

**WORKBOOK** In class or for homework, assign Workbook Lesson 1.

# Lesson 2

## WARM UP

- Ask those students who went to the movies recently to raise their hands. Elicit names of a variety of movies that your students have seen. Write the names of these films on the board.
- Explain the following movie genres in simple terms: *love stories*, *comedies*, *science fiction*, and *action pictures*. Give examples of each. Write them on the board.
- Have volunteers come to the board and assign each movie title listed to one of the four genres. Have the other students contribute the names of other movies that fall under each of the genres.

## PRESENTATION

### What's playing at the movies?

- **Set the stage.** Read the title and the direction line aloud. Have the students look at the picture and tell you what's happening. Ask them to predict the topic of the lesson (*entertainment*).
- **Personalize the situation.** Have the students describe what kinds of entertainment they like and dislike. Make two lists on the board (**likes** and **dislikes**) and write various ideas under the appropriate headings. For example:

#### Likes

Rap music  
Science fiction

#### Dislikes

Daytime talk shows  
Professional wrestling

- **Focus on selected items.** Point to one of the items you listed in the **Dislikes** column, and create a sentence using the names of the students:  
Lorette doesn't like daytime talk shows.  
Mikhail doesn't like these shows either.
- Elicit other examples (using *too* and *either*) from the class.
- **Set the listening task.** Write the following grid on the board and ask the students to copy it. They are going to determine what kind of movies Lynn, Tony, Oscar, and Yumiko like and then put a check in the appropriate column. Play the cassette or read the conversation aloud.

	Love Stories	Comedies	Science Fiction	Action
Lynn		✓		
Tony		✓		
Oscar	✓	✓	✓	
Yumiko	✓	✓	✓	

- **Check the listening task.** Call on individual students to fill in the grid you drew on the board. Have the class verify the answers.
- **Play or read the conversation aloud with pauses after each line.** Have the students listen and repeat each line after you. Make sure they use natural speed and intonation.
- **Engage students in group work.** Have the students practice reading the conversation in small groups. Each student reads one character's part aloud.
- **Circulate and monitor progress.** As students practice reading the conversation, help them with correct pronunciation and intonation. Then call on several groups to present the conversation for the class.

## 1 Tony likes comedies.

► **Listening** ► **Reading** ► **Writing**

### Teaching Tip

The natural structure to express agreement or disagreement is a complex sentence with an elliptical clause. But because it is too early to teach elliptical structures at this level, the lesson covers the use of *too* and *either* in compound structures, as shown in the examples on page 89 of the Student Book.

- Tell the class that they will learn how to use *too* and *either* to express agreement. Call the students' attention to the examples in their books. Explain that *too* is used in affirmative sentences, and *either* is used in negative sentences. Play the cassette or read the examples.
- Before asking students to listen and do the exercise, write additional examples of sentences on the board. Have the students copy them in their notebooks. Then encourage students to practice

making up their own examples and to share them orally with the class.

- Have the students complete the exercise, making up additional sentences using the information in the chart about Lynn, Yumiko, Oscar, and Tony. Instruct the students to make up at least one sentence using *too*, and one using *either*.

### Expansion

- Have the students write several additional sentences in their notebooks about themselves and their classmates, using *too* or *either*. For example:

I come from Haiti, and Marie-Claude comes from Haiti, too.

Sha-Mi doesn't come from Haiti, and Keiko doesn't come from Haiti either.

## 2 Class Survey

► **Listening** ► **Speaking** ► **Writing**

- If necessary, review movie genres with the students before doing the exercise.
- Have the students work in groups of four. Each group will choose one of their members to interview the others to find out what kinds of movies they like. The interviewer will also express his or her own movie preferences after conducting the survey. Before beginning the

oral survey, have the groups write their names on the top of the charts in their books. Then, after discussion, have them check off the movie genres favored by each group member.

- Tell the groups to write sentences about their movie preferences in the space provided in their books. Then call on volunteers to read the sentences about their groups to the class.

### 3 Take a message, please. 📞

► **Listening** ► **Writing**

- Introduce and explain a telephone answering machine if the students are unfamiliar with it. Explain that the four characters are leaving messages for each other on an answering machine.
- Explain to the students that they will listen to people leaving phone messages. Then they will fill in the message slips with the missing information.
- Have the students examine the slips, noting the kinds of information to fill in.
- Play the cassette or read the tapescript aloud and have the students listen without writing anything. The first round of listening familiarizes them with the messages; in the second round, have the class take down preliminary notes. Play the cassette again or read the messages a third time, during which students write notes on the message slips. In the final repetition, students should check their work.
- Have volunteers read the messages they have taken down. Play the messages again to verify answers.

#### Expansion

- Copy several pages of a local entertainment section of an English-language newspaper. Choose pages with a variety of movie advertisements. Copy these pages and distribute them to the class.
- Explain to the students that they are the new owners of a movie theater. They must choose a double feature for the coming weekend. Explain that a *double feature* means two films playing one after the other for the price of one. Movie theaters usually schedule two films that people will enjoy seeing at the same time.
- Students will use the information in the newspaper entertainment pages to choose an appropriate double feature and then write a schedule of show times. They may also choose to schedule older movies that are personal favorites.
- Have the students work in pairs, choosing the films and writing the schedule. When pairs have completed their schedules, have them exchange work with another pair and share the results.

### 4 What's on Channel 2 at 6:30 P.M.?

► **Speaking** ► **Writing**

- Elicit information from the students about the type of TV programs they enjoy. Give the students some examples to start the discussion: *My daughter and I like to watch football. We are sports fans.* On the board write the types of programs that students call out.
- Have the students discuss their favorite times of day to watch TV.
- Tell the students to look on page 90 at the word box that contains different types of TV programs. Explain any unfamiliar vocabulary.
- Have the students work in pairs. Direct them to look at the drawings of the TV monitors on pages 90–91 and write, under each picture, the type of programs shown.

- For the second part of the exercise, have the students look at the TV guide on page 91.
- Help them understand how to read the grid in the schedule, and answer any questions they may have.
- Model the conversation with a student, or call on two students to model the conversation.
- Put students into pairs. Tell them to ask and answer questions about TV shows and times.

Circulate to monitor progress and offer help as needed. Then call on different pairs to present their exchange for the class.

### Answers

pg 90: news, soap opera, game show

pg 91: sports, comedy, talk show

**WORKBOOK** In class or for homework,  
assign Workbook Lesson 2.

# Lesson 3

## WARM UP

- Tell the students a simple sequence of actions in your evening routine:  
In the evening, I go jogging in the park. After jogging, I go to a café and order dinner. Then I go home and read a book. After that, I go to bed.
- Have the students describe a few activities in their evening routines in a sequence. Help them by giving prompts: *What do you do next? What do you do then? What do you do after that?*

## PRESENTATION

### *It's not all fun and glamour.*

- **Set the stage.** Read the lesson title aloud. Explain the meaning of the term *celebrity* (a person who is famous or well known). If available, bring in copies of glossy magazines with pictures of celebrities and show them to the students.
- **Personalize the situation.** Ask the class how many of them would like to be movie stars, models, athletes, or other kinds of celebrities. Question those who say *yes* about why they want to be celebrities. Some may express the idea that a celebrity's life is exciting and fun. Have the students read the interview to give them an idea of the hectic life that famous people lead. Remind them that the descriptions in the interview are not even close to real movie stars' schedules.
- **Focus on selected items.** Introduce any vocabulary new to the students. Focus on words and phrases in the interview, such as *glamour*, *makeup artist*, *shoot a scene*.
- **Play or read the interview aloud.** Have the students listen to the interview. Explain that the interview is with an imaginary movie star, Vanessa Fuentes.
- **Engage students in group work.** Tell the students to work in small groups. They will consider whether they still want to be celebrities after reading the article about Vanessa's hectic life. What are the good and bad sides of being a star? Is all the hard work worth it? As a follow-up, have the groups share their opinions in a brief class discussion.

## 1 After that, I have breakfast.

► Reading ► Writing

- Explain to the students how we use *next*, *after that*, *then*, and *and then* to connect ideas sequentially. Refer students to the article on page 92 for examples of usage. Also, give the students additional examples of how the connectives are used in speech and writing. Write the following paragraph and have the class copy it into their notebooks:

In the evening, I cook dinner for my family. After that we listen to music. Then we read the paper together, and then the kids go to sleep. Next we turn on the TV and watch *Seinfeld* reruns. After that, we go to bed.

- Point out that we can begin a sentence with *next*, *after that*, or *then*. We use *and then* to connect and merge two sentences into a single one. We do not capitalize the phrase *and then* since it comes in the middle of a sentence.
- Have the students write about their daily activities, answering the questions in their Student Books. Have them use the phrases *next*, *after that*, *then*, and *and then* to connect ideas sequentially. They may use the article on page 92 as a model for their composition. They can use additional sheets of paper if they need more space.

## 2 Are you a night person or a day person?

► Listening ► Speaking

- Explain the idioms *night person* and *day person* to the students: A night person prefers to go to bed late and is active after sundown. A day person likes to get up early.
- Have the students work in pairs to compare answers from the previous exercise. Students should interview one another, using the six questions in their books to compare their schedules.

Instruct them to check either column according to both answers.

- After the pairs have completed the chart, have the students individually compose a three-sentence summary of their findings. Collect the sentences, check them, and return them with your comments.

## 3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

## 4 Wrap Up

► **Listening** ► **Speaking** ► **Writing**

- Have the students work in groups of three to five. Have each group choose an interviewer and a recorder. Have the interviewer survey the others about how they spend their free time. Have the students approximate how much time they spend per week doing each activity mentioned. For example: *I spend about three hours a week hanging out with my friends.*
- Instruct the students to look at the instructions for completing the chart. Students should read all the activities listed within the chart. Clarify any questions about the task at hand. It may be helpful to note that there are 168 hours in a week.
- As the interviewer asks the questions, the recorder writes the answers on the chart. When the survey is complete, all group members verify and then copy the recorder's data.
- Have a third group member be responsible for adding up the group's totals and reporting them to the class. They will have to do some calculations, so it may take a little time. Circulate and offer help while students do the group activity.
- As a follow-up, have the students evaluate whether they spend their leisure time wisely. What constitutes a wise use of free time? Do the students wish they had more time to spend doing certain things?
- Have the class make a poster about some of their favorite ways to spend their free time. They may illustrate the poster with drawings or a photo montage of themselves engaged in their favorite activities.

### STRATEGIES FOR SUCCESS

- See Units 1 and 2 for your introduction. Briefly review the earlier strategies for the benefit of the students.
- Since students may not have worked with Learning Partners for several units, make sure the pairs are still able to collaborate outside of class hours.
- Help your students to locate a travel agency near their homes or school. (As an alternative, students may visit a travel and tourism website for information.) Have the learning partners request travel and tour brochures written in English. They should search for an interesting destination for their trip. Have the pairs take notes on several tours or excursions that appeal to them. They should work together to make a specific travel plan, complete with schedules of transportation and hotel accommodations.
- Have the pairs report orally on their trip plans in front of the class. Briefly model the way the partners should present their information. Encourage students to ask questions of the presenters.
- Remind the students to pick a learning strategy they performed in one of the previous units, and practice it again.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.

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## CHECKPOINT

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*The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.*

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

## GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

# Appendix

## ADDITIONAL ACTIVITIES

### Lesson 1, Exercise 2 (p. 86)

#### *How do you get from Nairobi to New York?*

- Before doing the activity, obtain a large pack of index cards. On each of one-third of the pack (the *transportation cards*), write a different means of travel, using this list and any other means you want to include:
  - Transportation cards**  
motorcycle, car, ship, bicycle, subway, plane
- On each remaining card (the *place cards*), write a city, using this list plus any other local destinations your students will recognize:
  - Place cards**  
San Francisco, Mexico City, Hong Kong, etc.
- Divide the class. To each of one-third of the students, give a transportation card. These students will function only as respondents. The remaining students will work in pairs.
- Each pair draws two cards from the stack of place cards and then circulates, asking questions of the transportation-card holders.
- The objective is to find a means of transportation that can connect the places on the two cards they hold. If, for example, their cards are *Nairobi* and *New York*, they ask: *How do you get from Nairobi to New York?*
- The transportation-card holder, who holds (for example) a *bicycle* card, whispers: *I take a bicycle from Nairobi to New York*. Since this is an impossible answer, the pair continues to circulate and question until they find a correct match (*ship* or *airplane*). They write the answer on their cards and draw two more cards.
- Since all the pairs are questioning the respondents simultaneously, respondents need to reply softly so only the questioning pair can hear.
- Play continues until all place cards have been used. The pair with the largest number of accurate sentences wins.

### Lesson 1, Exercise 3 (p. 86)

#### *What's my sign?*

- Have students work in pairs. One student looks at the signs in the book; the other closes his/her book.
- The student with the open book describes the sign. The other student draws the sign based on the description, and then tries to name the sign from memory.

# WORKBOOK ANSWER KEY Lesson 1, pp. 56–58

## Exercise 1

- |            |                         |                         |
|------------|-------------------------|-------------------------|
| 1. England | 4. 1903                 | 7. (Answers will vary.) |
| 2. 1961    | 5. London, England      | 8. (Answers will vary.) |
| 3. Japan   | 6. (Answers will vary.) |                         |

## Exercise 2

Answers will vary.

## Exercise 3

Wording will vary.

- |  |                              |                               |
|--|------------------------------|-------------------------------|
| 1. One way street, cars can go in only one direction | 4. Stop light ahead          | 8. Men and women's rest rooms |
| 2. Cars must stop                                    | 5. Parking to right          |                               |
| 3. Yield right of way to cars, be prepared to stop   | 6. Railroad crossing         |                               |
|  | 7. Cars must go left to exit |                               |

## Exercise 4

- |         |          |         |           |
|---------|----------|---------|-----------|
| 1. does | 3. does  | 5. 7:25 | 7. arrive |
| 2. 6:35 | 4. leave | 6. does | 8. P.M.   |

## Exercise 5

- |          |            |                 |
|----------|------------|-----------------|
| 1. 6     | 3. \$85.00 | 5. 35, by plane |
| 2. plane | 4. Lisbon  | 6. \$60.00      |

## WORKBOOK ANSWER KEY Lesson 2, pp. 59–60

### Exercise 1

- g
  - f
  - e
  - c
  - a
  - b
  - d
- Marco likes action movies, and Carlos likes action movies, too.
  - Lucy doesn't like cats, but Nelson likes cats.
  - Tony doesn't eat Mexican food, and Ivan doesn't eat Mexican food either.
  - Gina takes the bus to work, but Oscar drives to work.
  - Ann and Jerry shop on Friday, and I shop on Friday, too.
  - Mr. Miller doesn't jog, and Mr. Brown and Mr. Tan don't jog either.
  - Henry gets up early, and Tina and John get up early, too.

### Exercise 2

Answers will vary.

### Exercise 3

- When Aliens Attack*
- 7:00
- Crown Royale or  
62 Westport Ave., Rye, NY
- Harold Comes to Town*
- three
- an action-packed adventure
- 9:45
- Waiting for Emilio*

# WORKBOOK ANSWER KEY Lesson 3, pp. 61–62

## Exercise 1

Answers will vary. Sample answer:

Martin gets to work at 8:30. he goes to the gym at 6:00. Next,  
Then, he has a cup of coffee. he eats dinner at home, and then  
After he drinks it, he works on he takes the dog out for a walk.  
the computer all day. After that,

## Exercise 2

Answers will vary. Sample answers:

1. Olga wakes up at 7:15, and then she gets dressed. After that, she leaves for work.
2. Gabriel jogs in the afternoon, and then he eats dinner. After that, he goes to sleep.

## Exercise 3

Answers will vary. Sample answer:

First, Makiko walks down Pearl Street. Then, she turns left on Main Street. Next, she passes the post office and Mimi's Café and Restaurant. Then, she turns right at Elm Street. Finally, she turns left at South Avenue. The hospital is on the right.